

VOL. I.

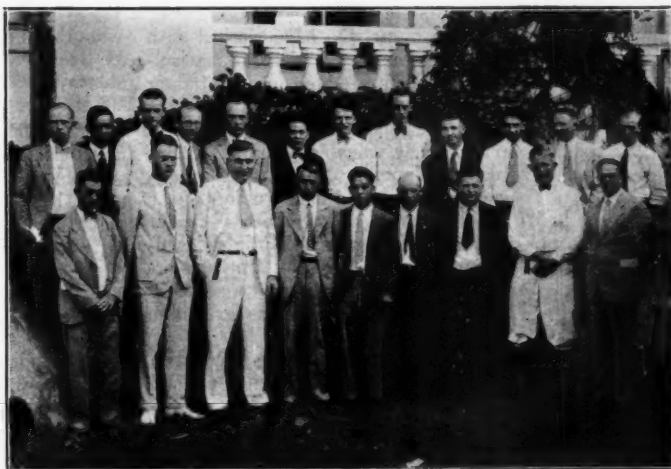
JUNE, 1929

No. 6

Agricultural Education

Issue Theme

Professionalism and
Professional Organizations



Hawaiian Teachers of Vocational Agriculture

*"It is not too much to say that the need
of civilization is the need of teachers."*

—CALVIN COOLIDGE.

EDITORIAL COMMENTS

AGRICULTURAL EDUCATION

A monthly magazine, managed by an editorial board chosen by the Agricultural Section of the American Vocational Association and published at cost by the Meredith Publishing Company, Des Moines, Iowa.

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Vol. I. JUNE, 1929 No. 6

THE INDIVIDUAL'S RESPONSIBILITY

SOME few workers in our field have been guilty of making statements to the effect that the other fellow has so much better facilities for work, more alert and interested students, a community of progressive farmers, the support of the local board, an agricultural state in which to develop a program, and similar remarks. Such statements are not constructive. Those persons who make them would profit by making a careful analysis of the other fellow to determine why he has so many favorable conditions for a real program. He may have the untiring effort, and good work secured most of them. A study of successful men should help the individual recognize and overcome his weakness.

There are examples where a program has failed to develop under the leadership, or lack of it, of one individual and a very attractive program immediately developed under the direction of another person. The one person did not possess a vision of his job, the opportunities for service, courage, determination or energy required to develop a program, while the other person had them.

Our task is not an easy one. We would not want it to be. It must remain as a constant challenge to our best thinking and acting. If it failed to challenge, or we failed to meet the challenge, growth would cease and our jobs would become monotonous.

A program of national significance can continue only to the extent that the individuals who make up our personnel accept their responsibility for the program. Those persons who do not accept their responsibility in the development

of a national program retard progress. There must, therefore, be hearty cooperation in a progressive movement for the advancement of our work.—
J. H. Pearson.

THE TEACHERS' ASSOCIATION

WE ARE presenting this month a statement of the purposes and policies of the new national organization of teachers of vocational agriculture, which was founded at the Philadelphia meeting of the American Vocational Association in December to function as a unit in that organization.

Agricultural Education welcomes the development of an agency of this type to work with our other organized groups. One of the first policies to be adopted by this magazine was the encouragement of teachers' professional organizations. R. W. Gregory of Indiana was designated a special editor to furnish us with adequate materials regarding the activities of existing organizations and to encourage the formation of new organizations where needed. He was assured that the editor considered assistance to teachers' organizations to be one of the most important services the publication might render. He accepted the commission with a similar recognition of its importance.

Those of us who have worked with strong state organizations of agricultural teachers are well aware of their value. It seems reasonable that a national teachers' association will be correspondingly valuable. We are developing large numbers of capable, experienced men among the instructors of the country; their counsel is needed in our national meetings and in the determination of national policies. The new organization provides the machinery whereby they may become articulate in national affairs.

We are clearly moving toward a higher level of professionalism and toward greater democracy in agricultural education.

FUTURE FARMER PUBLICITY

A NEW arrangement has been worked out for handling publicity regarding Future Farmer activities. A committee has been appointed which is made up as follows:

H. O. Sampson, chairman, state supervisor of agricultural education, State Agricultural College, New Brunswick, N. J.; Roy H. Thomas, state supervisor of agricultural education, State Agricultural College, Raleigh, N. C.; F. E. Moore, director of vocational education, State Department of Public Instruction, Des Moines, Iowa; L. R. Davies, state supervisor of agricultural education, Colorado Agricultural College, Ft. Collins, Colorado.

PROFESSIONAL ADVERTISING—ITS ETHICS AND ADVANTAGES

VOCATIONAL agriculture, a late-comer in the field of education, has felt itself under some obligation to make itself known. We in the field know of its possibilities and we want others to share our faith. All this is laudable.

But the rise of vocational agriculture has been contemporary with that of high pressure advertising and salesmanship and it has not been surprising that, in an attempt to make our wares known, we have borrowed at times methods which may not be appropriate or effective in the field of education.

It is only rational to stop and note that promotion and expansion are not always the result of modern advertising methods. The medical profession has not languished in this country; on the other hand, it has probably increased in popularity and in volume of business as much as any advertised industry, in spite of avoiding the usual types of advertising. The expansion of the public high school system which we have seen in our generation outstrips that of almost any industry we might name and yet there have been few subtle publicity programs by the teachers of mathematics, English and history. Perhaps there are other ways of getting the good will of the public than those of spectacular display and self-praise tho these invoke all of the so-called "psychological laws."

It is interesting to reflect as to the outcome if all of the teachers of a public school should adopt the methods to promote their grades and subjects which we have seen used by some teachers of agriculture. With all competing independently for the approval of students and the community, using the advertising tactics of the business world, what a fine chaos a school system would develop into in a short time.

Probably the gist is that we in vocational agriculture are a part of the teaching profession and its ethics are properly ours. By a code well established before we were admitted to the group and one apparently sound in its effects, advertising is banned. We often make enemies among our fellow teachers by the violation of this code, losing thereby the support of those needed most in establishing our work as a part of public education in America. At the same time, we alienate that part of the public which abhors advertising by professional people; undoubtedly this is a considerable section.

It is entirely possible that doing the job effectively and letting our work expand on its merits as expounded by others may be the most effective promotional method in the field with which we are concerned.

In the Service of Youth

A. K. GETMAN, State Supervisor, New York

AMONG the recollections of my boyhood is one that seems to be stamped permanently on my mind. I was struggling, as all boys do, with the choice of a vocation. My high school principal, the kindest of teachers, counseled me thus, "My boy, I hope that you will consider teaching carefully; from my fifty years of experience I can think of no work that is more ennobling and more satisfying than to be in the service of youth." That was 24 years ago and as I survey the experiences of this period, I am increasingly confident that, were I back at age 15 I would choose teaching as my life work.



A. K. Getman

With the passage of time I have come to grasp more fully the import of my counselor's words. Being in the service of youth I now understand the motive and the sentiment of Professor Palmer of Harvard who declared, "Harvard College pays me for doing what if I were able I would gladly pay it for allowing me to do."

In this brief statement I would address myself to those who teach because of their love of it, to those who regard this calling as one of the fine arts, and to those who are devoting themselves to the mastery of its intricate problems. What emoluments do we teachers enjoy and what attracts us to this calling? On this question I have thought deeply. Each year as I have noted a bit more clearly my own incompetence I have asked, "Why am I happy to be in the service of youth?" Recently I have hit upon two elements which seem fundamental in explaining such an attitude toward our calling. My choice of reasons may not appeal to others. I give them, however, for what they may be worth to you; first I enjoy creating an appetite for growth and, secondly, I derive satisfaction in the enrichment of life thru my own experience.

Food is of little value to us unless we are hungry. We do not relish water unless we are thirsty. Likewise teaching avails but little unless there is a desire to learn. Arousing pupils to *want* to learn, is not only the first duty but also a real joy of the teacher. To thus create is indeed a chief goal in growing professionally. I wish many times that I had kept a record of the experiences that have come to me personally or that I have observed in which a young man has said, "What I am I owe to you. Your sympathy, your encouragement and your counsel came at just the right time. I shall never forget how you helped me." And then there is that other type of assurance that is quite as satisfying to one who has labored to create a desire for growth. One case will illustrate:

A teacher, fully sensible of his limitations, declared within the month, "I am beginning to understand what ideals are worth in a time of stress. Eight years ago I took your word for the value

of high ideals of thought, feeling and action. I recall vividly your quoted statement, 'Young man, you will be what you are now becoming.' I believed it and made an honest effort to set and to hold right standards. Now it is difficult for me to express my gratitude for such counsel."

Democracy means freedom as opposed to similarity and sameness. Pupils are no more alike in their abilities to think, to work with their hands, to administer or to create than they are alike in height, weight or color of eyes. In America we seek to develop the powers and abilities of each individual. The great danger among us teachers is that we shall think only of "the average" or "the class" and lose sight of that particular boy. Democracy means equal opportunities for unequal abilities. Our supreme challenge in each student is not, where did he come from or who are his parents, but rather where is he going, what are his abilities, what is he and how may we arouse his appetite for growth. When we accept this challenge and begin to discern the boundless varieties of talent which are wrapped up in the seemingly unpromising and thoughtless lad, our task becomes an adventure into the unknown quite comparable with the high callings of research and medicine. As the scientist is rewarded by new truth and as the physician is rewarded by the knowledge of restored health, so the teacher comes to his true satisfaction in the nurture of the talent, grown strong chiefly because he created an appetite for its development.

There are countless stories of our farm youth who have started with little else than their two hands and a determined will. They have come under the influence of the dynamic personality of some teacher of agriculture of large vision, high ideals and rich experience, who has aroused in them a purpose to achieve. The knowledge of their achievement indeed, is rich compensation.

"But," someone declares, "I would enjoy teaching if only my students really wanted to learn." Teaching under such conditions, to borrow Professor Palmer's thought, would scarcely be needed because students who are already convinced that learning is worthwhile are quite certain to get an education irrespective of teachers. Creating an appetite for learning and growth, then, is an effective measure of teaching skill.

But persuading pupils to want to learn is only a part of our responsibility. Over a recent week-end I was accorded one of my rarest privileges. About three hundred of us assembled for a surprise homecoming to do honor to our former teacher on her eightieth birthday. Her joy and appreciation was reflected in every incident. The president of one of our large corporations had given a new building to the community. He presided at the meeting. There were noted physicians, bankers, merchants, lawyers, teachers and others in the group. After the speeches appropriate to the welcome, to the congratulations of her former pupils and to the presentation of a gift, had been made

the little white-haired lady stepped to the platform and among other things declared, "It is pleasant to know that my efforts have brought you happiness. Perhaps, now you understand why I tried to enrich your lives by the best that was in me. I sought to put the goodness of life into your souls so that you wouldn't forget it."

Those of us who were teachers came from that assembly with a new determination to give the best that was in us to our pupils. It is helpful to know that our foremost educators declare that education is not preparations for life, it *is* life. Professor Dewey, our foremost American philosopher in education, has steadfastly held for this aim of education. He holds further that education is not merely getting ready to live, it is the active process of living usefully and happily here and now. He puts the emphasis on the *usefulness* and the *happiness* of living rather than upon mere living. Such living results from the wholehearted process of striving to satisfy our wants. Professor Dewey and others seem to think that if we disregard the wants of our pupils we reduce their interests and their activities and arouse their resistance to learning. If, on the other hand we relate our materials and methods to the wants which they experience we find them much more vigorous, interested and attentive. To give attention to the wants and experiences of our pupils is the first and most effective means open to us to help them to live here and now.

Seemingly, this is exactly what the eighty-year-old recipient of our felicitations had done for the men and women assembled to do her honor. She helped us to *live*. Such living was happier and more useful because she gave freely from her rich experience. She had received her training long before our modern philosophers had expressed the true purposes of education, yet she seemed to grasp the significance of teaching, not only knowledge and skills, but also right attitudes toward respect for authority, the rights of others, cooperativeness and the like. She sought constantly to emphasize the values of integrity, trustworthiness and courage to speak what one believed. Furthermore, she provided every possible opportunity for us to practice such traits in dealing with each other.

Year by year the thoughtful teacher builds up his experience in living and in teaching. When such experience is skillfully used in enriching the living of our boys we come to an understanding of my second element in the attractiveness of teaching. Little by little, like the Psalmist of old, the teacher's "cup runneth over." We noted above that pupils learn best when living happily and usefully or when they are actually *experiencing*. Now, their experience is of two kinds: passive and active. Passive experience comes to them very much as one would break a bone, as one would be told certain facts or as one would read of the experiences of others. Active experience may be thought of as what one does by intent or by his own purposes.

(Continued on page 14)

The National Association of Vocational Agricultural Teachers

Its Objectives

Richard T. Wright, President

THE organization of the National Association of Vocational Agriculture Teachers perfected at the last meeting of the American Vocational Association at Philadelphia last December, came as the result of a strongly felt need on the part of the delegates present who represented various state organizations of Vocational Agriculture teachers. It is hoped that by cooperating with the A. V. A. in the matter of a time and place for a meeting of Vocational Agriculture teachers, at the time of the annual meeting, that more teachers' organizations will become interested in membership in the A. V. A. and in sending delegates to the annual meeting.

The objectives set up for the N. A. V. A. T. for the year 1929 follow:

1. To hold at least one annual meeting of delegates from state organizations of Vocational Agriculture teachers at the time and place of the annual meeting of the A. V. A.

Many states have organizations of Vocational Agriculture teachers perfected and programs of work in progress. Other states are organizing. They are all needed in the national organization to make it most effective. Each state organization will need to send at least one delegate to the annual meeting in order to keep in touch with the program of work under way.

2. To co-ordinate the efforts of Vocational Agriculture teachers thruout the United States.

Working alone in our different states we can accomplish considerable during the course of a year, but working individually on the job at home, and collectively thru our state and national organizations, we can accomplish many things otherwise impossible. There are a number of opportunities for improvement in the teaching of Vocational Agriculture. We want this work to stand firmly on its merits and to become a permanent institution in the agriculture of America. In order then to make our work most fruitful, and the results most lasting we need to combine our efforts in the various states, set up a national program of work and strive to put it across.

3. To unite in the solution of nationwide problems affecting Vocational Agriculture and Vocational Agriculture students.

Teachers of Vocational Agriculture in the various states are working on widely varying programs of work, but there are many problems in common and in order to best solve these problems some united effort is imperative. Many problems come up from time to time

which can best be handled thru cooperative effort over a wide range of territory.

4. To promote a systematic program of publicity among Vocational Agriculture teachers in order to obtain a nationwide exchange of ideas and accomplishments.

There are at present a number of valuable sources of publicity for Vocational Agriculture going to waste. The public fails to receive the facts in regard to the results of our work, due to our own negligence in many cases. We are interested in knowing what is going on in other states and still there is not much organized effort to spread these facts. We hope to be able to work out some

Its Program

Frederick Woelfle, Secretary-Treasurer

THE recent organization of the National Association of Vocational Agricultural Teachers at Philadelphia was a natural outcome of a demand expressed by many of the agricultural teachers of the country and of the application of some of the principles of organization and cooperation which the agricultural teachers have been trying to inculcate into the minds of future farmers in the course of their daily duties as teachers.

As is well known now, Mr. R. T. Wright of Gilman, Missouri, called a meeting of the Vocational Agricultural teachers attending the A. V. A. convention at Philadelphia last December and an association was started which bids fair to become an important factor in the development of the program of vocational agriculture. The program at Philadelphia was very much crowded and as no place on that program had been arranged for the teachers attending, this meeting had to be arranged for a noon period immediately after a full morning session. This, of course, proved a bad time to get out a crowd and the meeting was a failure. Yet enough interest and enthusiasm were displayed to indicate that a real demand existed thruout the country for such an organization and there were good prospects that it could be made to function as an integral part of the existing agencies furthering the agricultural program. And so a little later, another meeting was called which did function; which had ideas; and which brought into being the National Association of Vocational Agricultural Teachers.

At this meeting there were teachers from Illinois, New Jersey, Michigan, Missouri, Kansas and Pennsylvania. Teachers from at least five other states had shown an interest in the formation of such an organization and had evinced a willingness to help in making the association a going concern. As the meeting was held during a general session of the A. V. A. and was called in about a half hour's time, it was difficult to find all the teachers and to get them to the meeting. Nevertheless, what was lacking in numbers was made up in enthusiasm, interest, and a consciousness of the very definite support of the majority of the 4,000 agricultural teachers of the country.

At this meeting Mr. R. T. Wright of Gilman, Missouri, was elected president, and Mr. F. Woelfle of Paterson, New Jersey, secretary and treasurer. Also, a committee was appointed to draw up a constitution to be presented at a meeting of the agricultural teacher delegates

(Continued on page 13)

Officers of the National Association



Richard T. Wright,
President,
Gilman, Mo.

Mr. Wright is the son of a farmer and the descendant of a long line of farmers. He graduated from the University of Missouri in 1920 and has been teaching Vocational Agriculture continuously since. He is president of the Missouri Vocational Agriculture Teachers' Association and was sent in December, 1928, to the A. V. A. convention at Philadelphia where he was chosen president of the newly organized national association.



Frederick Woelfle,
Secretary-Treasurer
Paterson, N. J.

Mr. Woelfle is Supervisor of Agriculture in the Central High School at Paterson. The most of his students come from the city, 80 to 85 percent of them continue in agricultural work on graduation. He has been in this position for the past ten years. He is a graduate in Agriculture from Rutgers University in 1912. His experience from the time of his graduation until 1919 was in the field of general education. He holds the degree of M.A.

such method which will give to every teacher in the United States a chance to know what all other teachers are doing, as well as giving the public information which will cause them to realize that the prosperity of the future farmers will be based upon the instruction they are now receiving in Vocational Agriculture.

5. To work out a code of ethics for Vocational Agriculture teachers in the United States.

Working under the same law and largely toward the same aims and objectives, the question of ethics among teachers in different states often arises. It is the aim of the national organization to work out a practical code of ethics and to try and secure a widespread use of such.

In view of the objectives outlined we hope to have a wide response from state organizations. In order to affiliate with the N. A. V. A. T. all you need do is instruct your secretary to write Mr. F. Woelfle, Secretary, N. A. V. A. T., Midland Park, New Jersey, for details.

Activities of Professional Organizations

Michigan Society for Advancement of Agricultural Teaching

B. A. WALPOLE

THIS is the twentieth year of existence of the Michigan Society for the Promotion of Agricultural Teaching, an organization which has witnessed during its history a remarkable advancement in the aims, ideals, and ends of agricultural education. No one can measure the influence of the men who have composed this organization and made Michigan's agricultural education history.

Early in the year 1909, the first meeting was held. The organization was founded, officers were elected, and the Michigan Society for the Promotion of Agricultural Teaching was launched on a successful voyage. Some of the early leaders of this organization now hold important national positions. One of the first presidents was R. A. Turner, now Federal Regional Director of the Boys' and Girls' Club work in the North Central states. Another early member was R. L. Nye, dean of agriculture, Syracuse University. Many others have entered prominent positions in the extension, vocational education, and teacher training fields.

In the early meetings much time was spent in discussion, and few papers were read. The teachers came directly from their schools and discussed living questions of the present. These meetings usually lasted the better part of two days, Friday afternoon and evening and Saturday forenoon.

It is interesting to know that some of the topics discussed then are live problems of today. The following program of one of the very first meetings brings this to our notice:

1. What should be the scope of the home project?
2. Is the four unit course in agriculture desirable?
3. The use of land in connection with high school agriculture.
4. The proper scope of high school agricultural courses.
5. How will the agricultural student keep records of his home projects?

These meetings grew into the Annual Two Weeks' Summer Conference of the Vocational Agricultural Teachers. A day is set aside during each summer conference for the business of this society.

This organization has carried out many projects for the betterment of agricultural education. It led the movement for vocational education in Michigan. It was in the midst of the fight for the passage of the Smith-Hughes Bill in 1917. This group of workers paved the way for the successful establishment of a vocational program in Michigan.

The members of this society brought to fruition many of their projects. A few are listed below:

1. Professional ethics;
2. Higher salaries;
3. Higher qualifications in teachers;
4. Better housing conditions;
5. Long time projects;
6. Four year course in agriculture;
7. Section meetings in the State Teachers' Association program;

8. High school credit for supervised practice;

9. Professional improvements;

10. Unit schools;

11. Financing state contest winners for participation in national events;

12. A delegate to the American Vocational Association or to the meeting of the American Association for the Advancement of Agricultural Teaching.

After the death of Michigan's greatest agricultural education leader, Professor Walter H. French, the organization raised \$1,500 by subscriptions from its members for a bronze memorial plaque. This bronze memorial was presented to Michigan State College to be placed in one of the buildings on the campus to perpetuate the memory of the great achievements of their leader and friend.

The organization has aided in building up an agricultural growth in Michigan from 6 schools and 133 students in 1909 to 172 schools and over 5,000 agricultural students in 1929.

The influence of this society has reached all classes and grades. The teacher in country or city, in the primary class or in the high school, superintendents, directors, legislators, the college professor, and the specialist, all have had their opportunity both to teach and to be taught in its annual meetings. In the quest for professional training the agricultural teachers have not lost sight of the social element. The writer recalls with hearty gratitude friendships formed or strengthened in the meetings of this association.

It is natural to look back and say that the old times were the good ones, and such they were, but no better than the present, not so good, we hope, as the future. The later meetings of this association have in every respect been equal to those of the past, and the sphere of influence has been steadily growing. Many agricultural teachers have gone home from these meetings thinking new thoughts and cherishing new resolves. Little time has been spent in rainbow building, much in solving the problems of the hour. The discussions and papers have been timely. The business has been progressive. Hence, we believe that it still has before it a great and honorable work to perform.

Board of Control

The work of the California Agricultural Teachers Association is under the direction of a governing board. This body is made of, (1) present officers of the association, (2) last year's officers of the association, (3) district presidents and (4) the agriculture teacher representative in the California Vocational Association. The board meets twice each year at the call of the president.

"'Tis weary watching, wave by wave
And yet the tide heaves onward;
We climb like corals, grave by grave
And weave a path that's upward;
We're beaten back in many a fray
But newer strength we borrow,
And where the vanguard camps today
The rear shall rest tomorrow."

—Randall J. Condon.

The Wisconsin Way

RALPH B. LOCKE

THE Wisconsin Association of Vocational Agricultural Instructors was organized at our summer conference in 1924. The idea was secured, I believe, from the instructors in Illinois.

The state was divided into three districts, each district electing a director for three years. These directors together with the president, vice-president, and secretary-treasurer, make up the executive board.

The principal purposes of the organization as indicated by correspondence during that first summer were:

1. To add the support of the instructor to the state program of work.

2. To secure contributions from every instructor to the "Projector," our state organ.

3. To organize a plan for more effective publicity in regard to vocational agriculture by providing for committees to work with the field men of the various farm magazines and other papers of the state.

More recently the association has assisted decidedly by sending our judging teams to Kansas City; by awarding prizes for the Daily Drivers Journal Project Story Contest; and by planning and assisting with the program of the summer conference.

The dues are \$2 per year. We have a membership of 84, one hundred percent of the men in the state.

This summer we intend to try to make our organization more effective and helpful by appointing committees for special work, such as planning the summer conference program, working out courses of study, and offering suggestions for the improvement of teacher training.

When Good Fellows Meet

The South Dakota Vocational Agriculture Teachers Association meets each year at the time of the State Education Association and a feature of this meeting is a Fellowship Dinner. That is a fine idea and should prove especially fruitful in those states where the groups are becoming quite large. You would be surprised how few of our fellow teachers some of us know. We need more Fellowship Dinners and we should make it a penalty for a teacher to sit by "an old cronic."

The University of Hawaii is seeking to interest a few juniors in the agricultural colleges of the states in taking their final year at the university in preparation for teaching in the Islands. Communications should be addressed to Professor F. E. Armstrong, head of the Department of Agricultural Education.

The annual state meeting of the Future Farmers of Oklahoma was held at Stillwater on May 2 in connection with the annual Interscholastic Meet, which includes judging contests.

The Radio Corporation of America is contemplating a series of broadcasts to the Future Farmers of America over nationwide hook-ups if a satisfactory plan can be worked out.

Activities of Professional Organizations

Where Corn Is King

PAUL I. BARKER

IT IS a well known fact that where men come together who have common interests, learn to know each other and plan out a program of work for their common good, a real feeling of comradeship develops. This is just what has happened in Iowa during the past five years.

Five years ago a small band of 40 vocational agriculture teachers organized what has now come to be known as "The Iowa Vocational Agriculture Teachers' Club." There was little to be done by those men as a group so far as they could see and the organization just managed to keep alive. After two years the men began to find something to do and immediately the organization began to gather strength. Thru proper committees the following program of work was planned and accepted by the organization for the current year:

1. Put a program into effect which will sponsor and support desirable state and national legislation relating to vocational education and more particularly vocational agricultural education.
2. Put into operation a systematic, orderly program for giving publicity to the work already done and being done in the state.
3. Cooperate with State Vocational Department in any way we can in putting on an educational exhibit at the State Fair in 1929.
4. Work out plans for a state organization of our vocational agricultural students which will head up our A. C. S. clubs already organized and sponsor the organization of others.
5. Work out a complete initiation ceremony for the new men entering the work in our state, to be used during the week of the conference in 1929.
6. Publish a bulletin to the membership at regular intervals.

This organization has the usual officers and carries on its work thru committees. The membership of the committees is well distributed over the state so that each section is well represented and frequently, for example, the publicity committee, each member of the state committee is the chairman of a similar committee within his district. In this way more men have a part to play and this adds to the interest of all.

The dues are \$3 per year. This gives each member a membership in the Iowa Vocational Association and a year's subscription to the *Agricultural Education* magazine. The membership in our organization is in no way compulsory and therefore we do not have 100 percent membership among the teachers of the state. Over 90 percent are members this year.

The organization is rapidly growing in strength and is being recognized as the mouthpiece of a progressive group of Iowa public school educators.

Hawaiian Teachers

(See cover picture)

OUR cover picture this month presents the Hawaiian group as they appeared at their summer conference of 1928. The group is largely recruited from the States. The institutions from which they were graduated are distributed as follows:

University of Hawaii.....	5
Oregon Agricultural College.....	5
Iowa State College.....	3
Colorado Agricultural College.....	2
Texas A. and M. College.....	1
University of Minnesota.....	1
University of Idaho.....	1
University of Wyoming.....	1
Washington State College.....	1

The persons in the picture are the following: Back row, left to right—J. C. Harper, T. Maneki, R. H. Crawford,

Harry Budin, C. R. Mounce, K. L. Kum, Riley Ewing, Harry Larson, G. R. Greenwood, O. C. Davis, Professor Fred E. Armstrong (teacher-trainer, University of Hawaii), William Hawken; front row, left to right—W. W. Beers (supervisor), Frank Sutherland, A. S. T. Lund, N. F. Ambrose, Hideo Nakamura, Walter E. Davis, Frank Kinnison, Murray Heminger, George S. Raymond.

State Camps

THE Vocational Agriculture Teachers Association of South Carolina is actively assisting the Future Palmetto Farmers in building a state camp for their organization. The executive committee of the state association meets twice each year and goes over practically every phase of the state program that is to be pushed by both the teacher-training and supervisory forces of the state. The final program represents the combined judgment of teachers, supervisors and teacher-trainers.

Alpha Tau Alpha News

Alpha chapter of Alpha Tau Alpha (University of Illinois) has recently issued a 26-page News Letter and Directory which presents a very good picture of the activities of that chapter, both on the campus and among the alumni-teachers.

Delta chapter at Peabody College, Nashville, Tennessee, has recently been organized with 23 charter members. Organization took place under the direction of Mr. Stonewall Crane of Gamma chapter, University of California. Of the charter members, eight were candidates for Master's degree and three for the Ph. D.

Dr. A. W. Nolan of the University of Illinois is national president.

Michigan State News

A. B. Cook, Jr., vocational agricultural teacher at Ionia, Michigan, for the last five years, has been appointed by the governor to head the fishery division of the state conservation department.

John Yeager, for the past eight years the vocational agricultural teacher at Lapeer, Michigan, has been given a very fine appointment in the field of agricultural journalism on the local press.

James Hoekzema, vocational agricultural teacher at Three Rivers, Michigan, for the past six years, has been appointed as 4-H Club leader in Lenawee county.

Blair Woodman, vocational agricultural teacher for the past four years at Caro, Michigan, has been appointed as 4-H Club leader for Hillsdale county.

The vocational agricultural teacher training department of the Michigan State College will graduate 31 vocational agricultural teachers under the provision of the Smith-Hughes law this year. These men will all be needed in Michigan to take care of the turn-over in the schools already organized and to man the new departments that will be established for 1929-1930.

Professor G. B. Schmidt of Colorado Agricultural College, is offering a three weeks summer course at the University of Wyoming, Laramie, August 12 to 30.

A. V. A. Committee Assignments

L. R. HUMPHERYS, Utah state supervisor, who is chairman of the agricultural section of the American Vocational Association, has announced the personnel of the committees which are to bear the responsibility for this year's program. The annual convention will be held this year on December 5, 6 and 7 at New Orleans.

The committees are made up as follows:

PROGRAM—L. R. Humpherys, chairman, state supervisor of agricultural education, Salt Lake City, Utah, state department of education; Prof. W. H. Lancelot, Iowa State College, Ames, Iowa; Prof. E. C. Magill, Virginia Polytechnic Institute, Blacksburg, Virginia; J. D. Blackwell, state director vocational education, 2014 Lexington Bldg., Baltimore, Maryland; Dr. C. H. Lane, chief, agricultural education service, Federal Board for Vocational Education, Washington, D. C.

RESEARCH—Dr. C. E. Meyers, chairman; Dr. F. W. Lathrop, University of Minnesota, St. Paul, Minnesota; Dr. Sherman Dickinson, University of Missouri, Columbia, Missouri; Prof. H. M. Skidmore, University of California, Berkeley, California; Prof. R. M. Stewart, New York State College of Agriculture, Ithaca, New York; Prof. J. T. Wheeler, Georgia State College of Agriculture, Athens, Georgia.

DAIRY JUDGING—Dr. C. H. Lane, chairman, chief, agricultural education service, Federal Board for Vocational Education, Washington, D. C.; H. C. Fetterolf, state supervisor of agricultural education, State Department of Education, Harrisburg, Pennsylvania; J. E. Hill, state supervisor of agricultural education, State Department of Education, Springfield, Illinois; J. A. McPhee, state supervisor of agricultural education, State Department of Education, Sacramento, California; L. M. Sheffer, State Agricultural College, Athens, Georgia.

GENERAL LIVESTOCK—Dr. C. H. Lane, Federal Board for Vocational Education, Washington, D. C.; Ray Fife, state supervisor of agricultural education, Columbus, Ohio; Guy James, state supervisor of agricultural education, Jefferson City, Missouri; William Kerr, state director of vocational education, Boise, Idaho; E. B. Nelms, state supervisor of agricultural education, Oklahoma City, Oklahoma.

SPECIAL RELATIONS COMMITTEE—Henry Groseclose, Virginia, Future Farmers of America, itinerant teacher trainer, Virginia Polytechnic Institute, Blacksburg, Virginia; F. E. Moore, relationships between Smith-Lever and Smith-Hughes workers, state director of vocational education, Des Moines, Iowa; Louis M. Sasman, Wisconsin, publicity and publicity agencies, state supervisor of agricultural education, Madison, Wisconsin; Ray Fife, Ohio, relation of farm organizations, state supervisor of agricultural education, Columbus, Ohio; H. F. Cotterman, Maryland, relations to educational organizations, teacher trainer, University of Maryland, College Park, Maryland; C. L. Davis, Texas, relations with business organizations, state supervisor of agricultural education, Austin, Texas.

New Organization

The Oklahoma Agricultural Cooperative Council is a new organization made up of two representatives from each of the cooperative organizations of the state. Vocational agriculture and the Future Farmers of Oklahoma are classed as associate members of the council. Each group had two delegates at the organization meeting. Active members include such organizations as the Cotton Co-op, the Wheat Growers, the organization of the cooperative dairies, the Farmers Union, and the Grange.

Four new specialists are to be employed by the Federal Board for Vocational Education, using funds available under the George-Reed Act, according to Dr. C. H. Lane. One will be a specialist in research, one in teacher-training, one in part-time and evening work, and one in agricultural subject matter. Choice is based upon civil service examinations.

Our Leadership in Agricultural Education

DR. KARY C. DAVIS, *Author and Editor*

IN THIS rather overgrown and underbaked democracy of ours the real leaders are those who achieve rather than those who strike a pose of achieving or assume an attitude of having achieved. In the New Agriculture by which we mean the honest-to-goodness, everyday, workable agriculture—rather than the scientific scintillations of high-brow theorizing—a real leader is one who gets down to brass tacks and turns up something which clicks.

So we are thinking just now of Kary Cadmus Davis—not of his degrees, his Ph.D. and other trappings. Not of his honor society badges (which he doesn't wear); nor even of the fact that the Authors Club of London has bestowed the unusual honor, to an American, of asking him to become a member; or are we musing much even over his 41 textbooks—written or edited (and widely distributed); not cogitating on his long and successful career as a teacher, nor are we reflecting on the various honorariums and distinctions accorded him in America. Most of these things mean little to K. C. Davis.

Instead we are thinking of Davis the man, the human. Davis the at-heart farmer. "The little fellow with the big curiosity," as one of his students remarked. That's K. C. Davis. A great curiosity for the truth about the fundamental principles of agriculture; this probably is the key to the man's makeup. It was largely this that led to the emoluments. We keep referring to these; let's get them out and over with.

Any first rate story of a celebrity man ought to recite at length dates, noteworthy achievements, emoluments and the plaudits of mankind. Here is a brief list: Kary Cadmus Davis was born at Decatur, Illinois, 1867. Went to Kansas as a child, where he grew up. Graduated at Kansas State College and took his Master's degree there. He was the first student in America to get a Ph. D. in agriculture. He earned this degree by three years' research at Cornell. He was principal and agricultural teacher of the first county agricultural school in America at Menomonie, Wisconsin. Here his methods and solution of problems in agricultural education attracted national and international attention. As an agricultural worker, teacher and leader his experience has been unusually wide, covering several states.

For several years he was professor of agronomy at Rutgers College, New Jersey. It was at Rutgers that Dr. Davis found application of his principles of education as director of the summer school and of short course work. The short course work in agriculture was pioneering effort. Twenty-seven years ago he was doing classwork in agriculture paralleled by home practice work. At this early date he was holding evening classes with adult farmers. In those days this type of work was designated as "Men and Women Groups." Today we speak of it as evening school work. Another type of work done in these early years was that with boys and girls

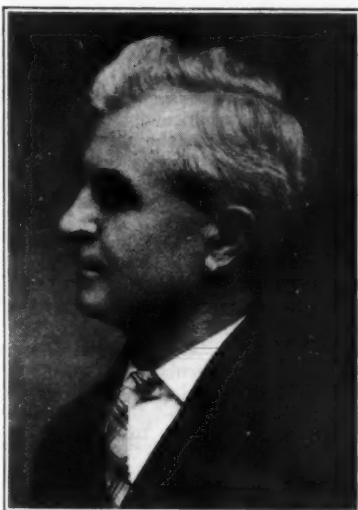
who had left school and gone into farm life. This was pioneer work in what we now call, in vocational lingo, part-time instruction. There was another type of work done a quarter of a century ago by Dr. Davis, which we are trying to get done today in vocational agriculture classes—shop work of the farm sort.

In 1912 the officials of George Peabody College, Nashville, Tennessee, had

definitiveness in the method is badly needed.

So the research spirit of Davis has led him to be not only one of the greatest gourmands of agricultural information extant, but it has brought him to a great dissatisfaction. He wasn't satisfied to teach agriculture in the academic, school-fashion routine and so he taught it differently. He put it on a tangible, workable, meaningful basis. He did not theorize much about the "new agriculture." He just went to work at it. Too, he worked at it hard enough to make it work. And that gives us the second factor in the success of the man. Hard unceasing work. So we might characterize Kary C. Davis as a bundle of dynamic inquisitiveness and indefatigable energy.

These qualities have characterized his whole career as an agricultural worker, teacher, writer, editor. He has brought these qualities to bear in an intensely practical kind of way in his method of dealing with agriculture. The result has been that he probably stands out as no other man, not even excepting Bailey of Cornell, as a pioneer in the New Agriculture to which we are coming thru the Smith-Hughes work.—(Written by S. L. Chesnutt, Auburn, Alabama.)



Dr. Kary C. Davis

in mind a plan for establishing a school of country life. They had determined to name the school for Dr. Seaman A. Knapp. Quite naturally their ambition was to establish a plant which should be worthy of the name-father. Their particular concern was finding a man worthy of heading up such an undertaking. After considerable investigation the unanimous agreement was that K. C. Davis was the keenest, most resourceful, most sure-footed pioneer in agricultural education. Thus they brought him down from Rutgers to Peabody in 1913. There he has been these fifteen years, teaching practical agriculture; teaching teachers to teach the same; turning out Masters and Doctors imbued with the breath of real agriculture; writing textbooks in agriculture; editing texts, traveling up and down, far and wide, just gathering in and exuding agriculture.

Dr. Davis' most recent contribution to agricultural education, and in which he is at present engaged, is particularly significant. This consists of crystallizing the job analysis basis for organizing agricultural subject matter for high schools into a series of textbooks. The job method is rapidly superseding all other methods in teaching vocational agriculture. This new series of texts will prove of exceptional value, due to the fact that the job method of teaching is still in a rather unorganized, hazy stage of development. Crystallization and

Institute of Cooperation Summer Session

THE fifth summer session of the American Institute of Cooperation will be held on the campus of the Louisiana State University at Baton Rouge, beginning July 29. This announcement comes from Charles W. Holman, secretary, of Washington, D. C.

During the first two weeks of the institute, trade conferences of leading cooperative groups will be held on problems affecting their respective industries. Special classes will be conducted thruout the entire four weeks period of the summer session. Nearly one hundred authorities are to be present to make addresses and participate in the discussions. Questions of membership relations, financing and management of cooperatives will be featured.

This school of cooperation is maintained each year in a different section of the country. Last year it was held at the University of California and the year previous at Northwestern University. It has been largely attended by teachers and leaders in the field of vocational agriculture who are enthusiastic in its support.

Keeping in Touch

THE Illinois Association of Vocational Agriculture Teachers has sent a delegate to the annual meeting of the National Vocational Association for the last nine years. It has been the custom to send the president of the association as the delegate and this year Mr. George Reed of Gurnee attended the Philadelphia meeting. After returning from the meeting the delegate makes a report which is forwarded to each teacher in the state.

Future Farmers of Virginia

W. S. NEWMAN, State Supervisor

[The following article is adapted from a paper presented by Mr. Newman at the Southern Conference. Some mutilation of it has been necessary in adapting it to our purposes.—The Editor.]

THE following statements depict the growth in scope and caliber of the participation of the members of the state organization of vocational students in Virginia, the Future Farmers of Virginia.

A great amount of individual activity has been stimulated in connection with thrift banks and the number of boys who have savings accounts now as compared with the time previous to the formation of the state organization has increased approximately 100 percent. The number of chapters having 100 percent of their members with savings accounts has increased from zero to about 45 percent.

Four years ago 22 father and son banquets were held as compared with 82 during the last session. The custom of exhibiting at fairs was fairly well established before the advent of the F. F. V.'s but now the boys are featuring many more exhibits of a different nature and exhibits which are attracting much more attention on the part of the public because of the fact that the activities of the boys and not the exhibits themselves are the theme of the displays.

The activities of the local chapters embrace a great number of different phases of work in addition to the state objectives, which are set up as a part of each local chapter's objectives. The state objectives include: 100 percent of members with savings accounts, with 30 chapters to date reaching this objective; 100 percent of members paying annual state dues of \$1, with 73 chapters having reached this objective; \$250,000 invested in savings and in farming, with 41 chapters having reached their quota; a father and son banquet, with 85 banquets having been held or definitely planned; a summer camp or farm tour, with 36 chapters having conducted such affairs; 90 percent of supervised practice work completed. A large majority of the chapters will reach this objective.

Quite a number of school grounds are being improved by local chapters, and the local members are sponsoring public programs and entertainments of various kinds in order to raise funds for furthering their special local objectives. Nineteen chapters recently participated in a basketball tournament in one section of the state. Several chapters are conducting school stores, and two chapters have taken upon themselves the publishing of an agricultural issue of the school paper. A number of farmers' bulletin boards have been erected by local chapters and many other activities too numerous to mention have been brought about as a result of the energy, initiative and cooperative efforts of the local members.

Perhaps the greatest contribution made by the local members to the state organization during the past several years, which in return has instilled in the boy a feeling of responsibility and devotion to his organization, has been

the developing of a sound financing scheme for the state organization.

At the last annual rally at which delegates from 72 chapters were present it was voted to initiate a movement for collecting \$1 membership dues from every bonafide member of the organization. To date \$1,922 have been paid in membership dues, from 1,932 members. From the money in the treasury two judging teams have been financed to national contests and one judging team to the state grain show. Prizes for the state grain show, the annual judging contest, national dues, and the keys for the state farmer degree have been or will be taken out of this fund. Some of the money necessary for financing Chapter Chats has been supplied from the treasury of the state organization.

In addition to financing the above mentioned features of the state program, the \$1 membership dues also guarantee to each member his receiving the F. F. A. pin of the degree to which his attainments have entitled him. To date 1,873 F. F. A. pins have been distributed to members of the organization. It should also be added that each bonafide member of the organization receives his individual copy of Chapter Chats.

To date seven printed issues of Chapter Chats with a circulation of 3,000 per issue have been published. The responsibility for securing ads for the financing of this publication rests upon the supervisory staff and the local chapters. Twenty-five chapters have cooperated to the extent of furnishing ads for this publication.

One encouraging development in connection with publicity work has been the splendid cooperation received from reporters and secretaries of local chapters in sending in news notes for publication in the state paper. It has also been quite interesting to note that these same young men are becoming quite interested in supplying local newspapers with accounts of the happenings in their chapters. During the last twelve months we have received news notes from more than 250 individual members. Another indication of training and progress, we believe, is borne out by the statement that we often now receive requests for information from the president and other officers of the chapters rather than from the instructor in vocational agriculture.

There has been, we feel, within the last twelve months, a very definite improvement in the program for developing rural leadership by the use of formal opening and closing ceremonies at all meetings of the local chapters and thru the initiation ceremonies which are used in the several degrees. It is also quite rapidly being brought about that the teachers of agriculture are realizing that their job should be that of an advisor and not a driver. The best chapters are those in which the teachers of agriculture realize this fact and really steer the boys into providing an opportunity for developing themselves.

We feel in Virginia that the participation activities of the individual members in the local chapters are progressing very nicely. We are confronted, how-

ever, with the problem of making the state organization and the state officers function in such a way that these young men may receive further training and responsibility in order that they as a group may participate to a larger extent in promoting and developing their own organization. These state officers should and will eventually be among the real leaders in the state, and we should devise some plan whereby they now may be receiving additional training for such responsible positions.

Let the Boys Help

THE following quotation from a recent letter received from W. G. Wiegand, teacher of agriculture, Austin, Minnesota, has a very good suggestion for teachers who believe in having the boys help in planning the course of study. The plan looks like a good way to secure creative work on the part of the students.

"I have attempted to secure the help of the boys in the Agriculture I and II classes in building the course of study for the remainder of this year.

"We proceeded by appointing a chairman and a committee of four members to work out a course of study in each of these classes. In addition we appointed a similar committee of five members using a boy who has a great deal of experience as chairman, to direct plans for the completion of a farm practice program.

"These two committees have done such splendid work and have developed interest to such an extent that I feel it is a splendid method of procedure. As we have completed our course of study, we hope to have a similar committee of five adult farmers in this community review the plans and make improvements."—A. M. Field in "The Visitor," Minnesota.

A New Type of Legislation

THE following is a copy of an act passed this spring by the Tennessee legislature. It provides a type of help for vocational agriculture and the Future Farmer movement which is probably unique in the United States:

"An Act to provide for the authorization of the expenditure of a portion of the funds appropriated for vocational education in agriculture in the promoting of vocational agriculture thru the students of vocational agriculture in Tennessee.

"Section 1. Be It Enacted by the General Assembly of the State of Tennessee, That, the state supervisor of vocational agriculture, after receiving the approval of the state commissioner of education, is hereby authorized to expend a sum of money not to exceed \$5,000 per annum from the vocational education funds appropriated by the state for the purpose of promoting vocational agriculture thru the vocational agriculture students of Tennessee.

"Section 2. Be It Further Enacted, That the money authorized in Section 1 of this act shall be used in offering scholarships to vocational agriculture students; promoting contests in crops and livestock, including the expenses of the state's vocational livestock judging teams to the national shows; maintaining and improving the state summer training camp for the vocational agriculture students of the state; providing expenses of the delegates of the vocational agriculture students to their national convention and providing expenses of Tennessee's Master Teacher of Vocational Agriculture to the Southern Regional Conference of Vocational Agriculture Workers.

"Section 3. Be It Further Enacted, That the amount of money set forth in Section 1 of this act shall become available on July 1, 1929, and for each succeeding year thereafter, the public welfare requiring it."

F. F. A. in the North Atlantic Region

A Summary of Reports by State Supervisors

FOLLOWING are reports from the state supervisors of agriculture of the thirteen states of the North Atlantic region concerning the status of the F. F. A. This information was collected by H. O. Sampson of New Jersey, chairman of the committee on publicity of the national organization.

New York: At present there are 60 local associations in operation totaling a membership of 1,600. These associations are affiliated in a state association which holds two annual meetings in February and in August. A publication called *The New York Farmer* is issued bi-monthly by the state association. The association will affiliate with the F. F. A. at their meeting in August. We must wait until this meeting because our constitution provides that an amendment must be laid on the table for six months before it is adopted. Our association contemplates a full endorsement of the F. F. A. program.—A. K. Getman.

Ohio: Our official state organization of F. F. A. was formed late in January. We shall probably make application for a state charter within the next few weeks. Local chapters are being organized in the state quite rapidly. We had 121 agricultural societies formed under the old plan of organization last year. It is likely that the number will not be less under the Future Farmer movement. We plan to hold another meeting at the time of our state judging contests and field day on May 31 and June 1. At this time the State Farmers will be selected. It is likely that a definite state program of work will be adopted at this meeting.—Ray Fife.

Delaware: We have a number of very good student organizations which have been functioning now for the past eight or nine years, and it is my hope that at the summer conference we shall be able to effect a state organization which will bring these local associations together. I am confident that the Delaware boys will wish to apply for a charter from the national association of Future Farmers of America. Our membership will likely be somewhere in the neighborhood of 150.—R. W. Heim.

Pennsylvania: We are in the midst of preparing a constitution and by-laws for our state Future Farmers of America organization. These will be adopted at our annual conference the last of June. Shortly thereafter we shall apply for a state charter and proceed to organize local chapters. Quite a number of our schools are ready to organize local chapters.—H. C. Fetterolf.

Maryland: More than 100 boys enrolled for vocational agriculture in Maryland and teachers of vocational agriculture attended the first annual Future Farmers banquet held at Frederick, Maryland, on October 18, 1928, at which time a state organization of Future Farmers was perfected and officers elected. The objectives set up by the Future Farmers of America were adopted as state objectives. Since that time the Maryland organization has been granted a charter by the officers of the Future Farmers of America. Chapters have been organized in 18 schools with a membership of more than

three hundred. Many of the local chapters have already held father and son banquets and have carried out a number of the state objectives. A state-wide public speaking contest for the members of the Maryland chapter will be held at the University of Maryland on Saturday, May 4. The topic selected is: Agriculture as a Vocation.—J. D. Blackwell.

New Jersey: We have had a state organization and local organizations of our vocational agriculture boys since 1923. Last fall at the state meeting our boys voted to apply for a state charter from the national organization of Future Farmers of America and to send a delegate to the national convention at Kansas City. The charter was granted and our boy, Leslie Applegate, was elected president of the F. F. A. Our local chapters are entering wholeheartedly into the work of the F. F. A. They have held initiation ceremonies, purchased F. F. A. emblems and local charters, and formulated programs of work. The boys are very much interested at the present time in the awards offered by The Kansas City Star and The Farm Journal. The state organization published a year-book last year and have

North Atlantic Conference Endorses F. F. A.

AT THE regional conference of state supervisors and teacher trainers held at Washington, D. C., March 11-14, the F. F. A. organization received a hearty endorsement. Leslie Applegate, the boy president of Freehold, New Jersey, and H. C. Groseclose, the executive secretary of Richmond, Virginia, were present and told the men of the agricultural section about the progress of the work from the national standpoint. Dr. C. H. Lane, Robert Maltby, H. O. Sargent, J. A. Linke, and A. P. Williams of the Federal Board added words of commendation as did several of the supervisors and teacher trainers. R. W. Heim, state director of Delaware, of the editing board of *Agricultural Education*, told of the need of special articles about the organization for this magazine and urged those present to have such articles sent to Editor Hamlin.

H. O. Sampson, supervisor of agricultural education of New Jersey, as chairman of the publicity committee of the F. F. A., was asked to have his committee collect data on the status of the organization in the several states for publication in *Agricultural Education*. This is now being done and will be reported by the committee by regions. The members of this committee are: L. R. Davies of Colorado for the Western region; F. E. Moore of Iowa for the Central region; Roy Thomas of North Carolina for the Southern region, and H. O. Sampson of New Jersey for the Northeastern region.

The Director of Fairs of the Massachusetts Department of Agriculture has cooperated with the office of the State Supervisor of Agricultural Education during the past year in the preparation of a number of good motion picture reels showing the activities of typical vocational schools and departments.

plans for similar publications in the future. The annual meeting will be held in October at which time the State Farmers will be selected. We are back of the F. F. A. 100 percent.—H. O. Sampson.

Massachusetts: A committee of our association of directors and instructors in charge of vocational agricultural education is at work trying to decide what to do about joining in the F. F. A. movement. The matter will probably come up for discussion at the next annual meeting and some action may be taken. It is only fair to say that some of our strongest men have a feeling that we are over-clubbed now. There is not a little opposition in some quarters to sending judging teams to the National Dairy Show. It would only be by chance that a member of the team we probably shall continue to send to the show to judge will be an important officer of any state organization. Thus, I cannot write very optimistically. Personally I can see advantages that would be derived from a state organization and from affiliation with the national association, but it is not a matter for official rulings. It is a matter for voluntary action. Here the matter rests for the present.—R. W. Stimson.

Vermont: At our state conference Saturday morning, March 16, we decided to go ahead with the organization of local chapters at once and to perfect the state organization at the time of the judging contest the latter part of May or the first of June and to make application immediately thereafter for the national charter. We shall probably have eight or ten chapters organized by that time with an average of ten to fifteen boys per chapter.—F. B. Jenks.

Connecticut: We have not done much with the Future Farmers of America organization in this state yet. I have talked it over with individual teachers, we had it up for a brief discussion in our December conference. I intend to take it up in a discussion again on April 13, in a conference which we shall hold in Hartford. Possibly we may be able to make a preliminary organization in connection with a judging contest which will be held at Storrs in May. To date you will have to report for Connecticut that we have no F. F. A. organization.—C. B. Gentry.

New Hampshire: Last fall during the last week of October at our interscholastic judging contest at the university, the teams present organized into a state organization together with state officers for this association. It was the vote of the boys to call themselves the "Granite State Aggies" and as soon as we joined the national organization we would be called the "Granite State Aggies of the Future Farmers of America." During the winter all the schools have been urged thru circular letters from the president to organize local chapters. At the present time, seven of our fourteen schools are represented by a local chapter. We intend to join the national organization at once and an attempt will be made to increase the number of chapters in our state association. Our mem-

(Continued on page 10)

Two "American Farmers"

North Dakota's First "American Farmer"

[Taken from March, 1929, issue of News Letter published by Department of Agricultural Education, North Dakota Agricultural College, Fargo, North Dakota.]

VOCATIONAL education in agriculture in North Dakota has been honored by having one of its students elected to the high degree of "American Farmer" by the first national congress of the Future Farmers of America at Kansas City in November. Norman Larson of Park River, North Dakota, was one of the ten vocational students among the delegates from the eighteen states represented to whom the national board of trustees awarded this degree in recognition of outstanding achievements in vocational agriculture.

We are pleased to include a few lines from an "American Farmer":

"I was born and raised on a farm and have always liked it. We are living six miles from Park River and I entered the Walsh County Agricultural and Training school in 1925. I am now a senior and I have had two years of vocational agriculture under an instructor who devotes most of his time to teaching agriculture and coaching stock judging teams that have made a wonderful record for the school. I have been in four judging contests; two of them were Smith-Hughes and the others were not.

"This school supervises from sixty to eighty projects a year. I have carried out three successful projects, all with potatoes. Now I have 800 bushels of certified seed potatoes and in all I have made about a thousand dollars on the projects, but as yet I have not invested in anything. These projects have been very educational for a person intending to take up farming as a profession.

"Our Ag. club has a live membership of 50. We hold our meetings every two weeks and besides regular business meetings, we have good programs, such as talks by agricultural experts, or moving pictures. After the program lunch is served and we have a half hour of fun and a general good time.

"I might mention one of the jobs that our club takes over. We have a mid-winter fair here, and committees are appointed from the Ag. club to take charge of entering exhibits, keeping records, etc. We had a committee on crops, poultry, Ag. club booth and one in charge of stock judging. This year there were over twelve hundred exhibits. The superintendent says that it would be impossible to put on this fair without the Ag. club. We are planning a father and son banquet this spring.

"We are very much interested in the Future Farmers of America and have adopted their constitution, and at the state meeting this spring I feel sure that North Dakota will apply for the charter.—Yours truly, (Signed) Norman Larson."

F. F. A. in the North Atlantic Region

(Continued from page 9)

bership will be approximately 300 when all of the schools are enrolled.—P. E. Farnum.

Rhode Island: Three of our schools



Norman Larson,
Park River, N. D.



Lawrence Augenstine
Ashley, Ohio

are now organized as Future Farmer groups and others are organizing. We expect to make application for a state charter by the close of the summer.—G. H. Baldwin.

Maine: We plan to form our state organization of Future Farmers at Orono, May 10. Some time after that and before November, we expect to apply for a charter from the national organization. I expect about 400 for the initial membership.—H. S. Hill.

West Virginia: We have organized a state branch of Future Farmers of America with an initial charter membership of fourteen departments. The first annual meeting was held in Morgantown in November. We plan to have the second meeting next October. Many of the chapters already have their pins.—J. V. Ankeney.

F. F. A. Progress in the Middle West

(As Reported by State Supervisors)

INDIANA expects that its organizations of vocational boys will affiliate with the Future Farmers of America.

Kansas anticipates twenty chapters by the close of the current year.

Michigan has 90 vocational agricultural associations with a total membership of 2,512. It is expected that these will affiliate with the national organization.

Minnesota is expecting a state organization of Future Farmers to be formed this summer.

Missouri has approximately forty Future Farmer chapters with about 1,200 members.

Nebraska received its state charter in January. Alvin Reimer, one of the national vice presidents, is state president. It is expected that there will be 25 or 30 chapters by the time of the national congress.

Lively interest in the movement is being manifested in North Dakota. Local chapters are being named after prominent farmers of their communities. A recent chapter has been named the Edward Traynor chapter. Mr. Traynor was speaker of the house at the last session of the North Dakota legislature. He is a graduate of the state agricultural college.

South Dakota anticipates 400 members by the end of the year.

Iowa is fast converting its organizations of vocational agriculture students into chapters of the Future Farmers of Iowa.

Ohio's First "American Farmer"

LAURENCE AUGENSTINE, Ashley high school senior and Ohio's First "American Farmer" typifies the work of an excellent local vocational program.

Lawrence has been an A student in his school work, and along with his scholastic record has played football, basketball and baseball.

His interest in organization activities has been worthwhile. He has an interest in a cooperative spray organization which owns a pressure spray outfit. It is used on students' home projects and in custom spraying for farmers on a commercial basis. He is a member of the Ashley Junior Fair board, which was the first organization of its kind in the state.

The Future Farmer program in Ohio has received marked impetus as a result of his efforts. He has been a delegate to the state leadership conference of Future Farmers for two years, and is president of both state and local chapters of Future Farmers of Ohio at the present time.

Lawrence's supervised practice program indicates a strong interest in practical agriculture.

His first project was a wheat project. He used an extra good grade of seed, and his 6½ acres gave him a labor income of \$208.70—total project credits \$320.70.

His second project was a sow and litter project. This project gave a labor income of \$74—total projects credits \$212.50.

Lawrence has in addition to continuing his swine project, conducted a poultry project in his third year at school. He has sold \$255 worth of pullets and cockerels, and has an inventory value of \$135 on his present flock.

He has a Percheron mare registered and now being transferred to him, worth easily \$150, two registered cows worth \$70, a purebred Jersey heifer valued at \$100, and \$70 worth of Mallard ducks.

I should add that the Percheron mare was bought with money from the proceeds of the second year or continuation of the swine project.

He has also been interested in purebred sheep and now has two purebred ewes worth \$70, two worth \$45, one buck worth \$25, and two ewe lambs worth \$40.

Lawrence lives on a 98-acre farm. He and his father rent 110 acres. They have just built a new house and barn. At the present time, proceeds from the farm are being used to re-equip farm buildings and secure purebred livestock.—Ray Fife, State Supervisor, Ohio.

Farm Machinery School

The Lyman, Wyoming, agricultural department recently put on a Farm Machinery School in the farm shop of the high school. Experts from the International Harvester Company assisted and instruction was given in the use, care, and operation of tractors, gas engines and milking machines, as well as with respect to planting, cultivating and harvesting machinery.

Leslie Applegate, President

THE New Jersey state department of public instruction is proud of Leslie Applegate, the first boy to be elected president of the Future Farmers of America. He is an outstanding vocational agriculture boy, farm reared, and from an old line family of farmers. The boy's chief agricultural interest is apple growing and no wonder this is the case for a visit to the farm operated by his father, his older brother, as well as Leslie himself, shows apple growing to be the only farm enterprise practiced on the place. In fact, the whole area, some 350 acres, is planted to apples, all in bearing except 134 acres which were planted last spring. The farm is completely motorized. There are two old mules on the place, but Leslie told me recently that they are seldom used except to haul small loads of freight and supplies for the workmen. Tractors, power sprayers, trucks and other such equipment are in effective use on the farm. There is a large packing house with a mechanical grader, a brine cold storage plant, a common storage cellar, and a cider mill. Fine quality fruit is grown that finds a ready demand on the market. The summer fruit is trucked to a New York commission house who phones Mr. Applegate when to bring it to market; if the price is right he is told to rush a few truck loads to the city; if there is a slump, he is advised to put the fruit in storage for a while. The winter fruit is sold at the door of the packing house to dealers from Newark, New Brunswick, Perth Amboy, Lakewood, Asbury Park and other shore resorts. All fruit is put up in E-Z pack bushel

baskets and is carefully graded and labeled with a lithographed sticker.

Leslie is now a junior in high school. When he graduates next year, he is to be taken into partnership with his father and brother in the farming business.



Leslie Applegate

His practical experience to date has included all types of work on an apple farm. He has plowed, harrowed, disked, planted trees, pruned, sprayed, picked, packed and helped with the marketing. His supervised practical work under the

direction of his agricultural teacher, has been mostly of the farm experience type dealing with apple growing. As a minor project his first year he grew two acres of corn and last year he bought and cared for 10 hives of bees. He is still interested in bees and will continue to keep several hives, not only because he makes money on the honey they produce, but because they are needed in the apple orchards to pollinate the blossoms (many apple growers in New Jersey rent bees to place in their orchards during blossoming time). The growing of corn has been discontinued because it does not pay as a side line on this apple farm. This year Leslie's project is a complete set of cost accounts on the 134-acre orchard planted last spring and he expects to continue these records after graduation, for they will be a valuable asset to him when he enters actively into the management of the farm.

Last fall at the national F. F. A. meeting at Kansas City, we submitted Leslie's credentials to the board of trustees for consideration in connection with the degree of American Farmer. They must have been satisfactory, for he came home wearing the American Farm key, and that key is one of his prized possessions.

Naturally Leslie is much interested in the F. F. A. Every time I see him he is ready with questions and discussions about the work in this and other states. Personally, I think the boys at Kansas City last fall chose a good leader as their first president.—H. O. Sampson, Supervisor of Agricultural Education for New Jersey.

How One Local Chapter Functions

THE Newton, New Jersey, chapter of the Future Farmers of America was first formed in the fall of 1920 under the name of "The Young Farmer's Club of Newton High School." It has carried on since that early time and became affiliated with the Young Farmer's Association of New Jersey which was later organized. The club helped to send a delegate from the state association to the national meeting at Kansas City last November and was one of the first chapters to affiliate with the Future Farmers of America and make application for a charter as a local chapter of that new organization.

According to its constitution the Young Farmer's Club was organized to promote the activities of the agricultural department and to develop the members in leadership, cooperation, parliamentary procedure and public speaking. The bi-monthly meetings, which have been held during the noon periods at school, have for the most part, helped to carry out these aims. In these meetings the members have had practice in parliamentary procedure, they have been appointed to and served on committees and have presented talks, taken part in discussions, plays and debates. The local chapter has also put on programs in high school assembly, at the grange and at com-

munity meetings. Two picnics have been held at homes of members and trips to study farming in other sections have been enjoyed.

Experience in cooperative buying has been gained thru the purchase of fertilizers, seed potatoes and poultry mash for use in their home projects.

During the last two years the club has taken charge of the father and son banquets, having committees in charge of invitations, refreshments and entertainment and taking entire charge of the program presented.

For some time the club has been granted the use of the school gymnasium one noon period each week for recreation. A basketball team has been maintained and has played games with other vocational teams. This year the team was equipped with uniforms from the club treasury and has made a good appearance on the floor as well as given a good account of itself in competition.

A splendid way in which the organization has functioned has been in promoting a rural school day at which time the eighth grade boys from the rural schools have been guests of the club at the school. In this way the boys from the farm have had an opportunity to become familiar with some of the high school activities and particularly with those of the agricultural department.

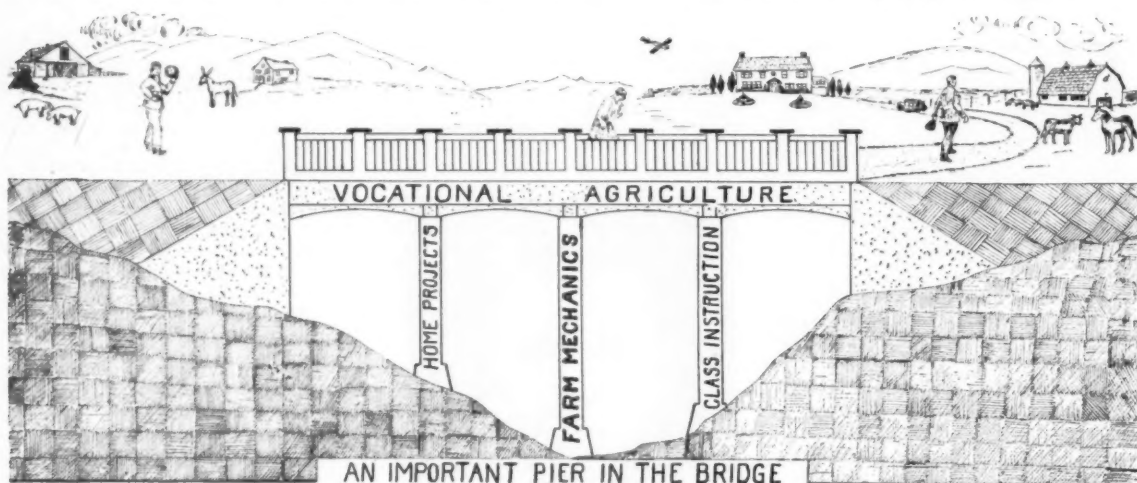
The rural boys also bring in products for exhibit and compete for prizes offered by the club. One year certain club members visited some of the rural schools and gave talks and demonstrations before the pupils. During the month of May this year the local chapter plans to entertain the rural boys on a tour of some of the projects so that they can see some of the practical applications that are being made in the course.

Thru these various activities the boys of the agricultural department have had an opportunity to assume some responsibility and to develop ability in conducting meetings, expressing their opinions in public, and practicing cooperation. When these boys take their places as farmers and citizens, they will be better equipped to work together for the betterment of rural life.—A. J. McConnell, Teacher of Agriculture, Newton, New Jersey.

"Helping Teacher"

"Helping Teacher" is the interesting title held by Mr. J. L. Wright of Titus county, Texas, who is in charge of the nine departments of vocational agriculture in that county. Mr. Wright works very closely with the county agent in plans for county-wide improvement of agricultural conditions.

FARM MECHANICS DEPARTMENT



Bookkeeping in the School Farm Shop

By C. G. HOWARD,
Instructor in Vocational Agriculture,
Sheridan, Wyoming

IN THIS day of efficiency experts and expert accountants and investigations into operating expenses in all industries, it is only by figures that a school farm shop can prove its value to any community, and justify its expense. In order to be able to quote figures, some system of accounts must be kept.

If the average instructor of vocational agriculture and farm shop had no more records to keep than any other teacher in the school system, any form of accounts would be all right. But there are so many reports and records which the vocational teacher has to keep up that any more is a burden if not carefully worked out.

I have worked out one which is entirely efficient for my needs and includes the whole department of vocational agriculture instead of only the farm shop. I do not claim credit for any originality or any new constructive work, have merely adapted other people's forms to my own uses, using the advice of four experts and throwing away what they suggested that did not seem to fit in.

I opened my books with the following accounts:

General Agriculture Apparatus,
Equipment and Materials;
Library—Books, Bulletins and Periodicals;
Farm Shop Tools and Equipment;
Lumber;
Iron and Steel;
Miscellaneous Shop Supplies;
Jobs and Projects;
Advertising—Fairs, etc.;
Pupil and Teacher Indebtedness;
Farmer Service;
Cash or Capital Investment.

I use a three column inventory sheet in loose-leaf form, using the left-hand column for debits, the middle column for credits, and the right-hand column for a perpetual inventory. This right-hand column has no relation to the other two, is not considered in making a trial balance, but is only there to show at all times, materials, etc., on hand.

At the time of purchase of any supplies or materials or anything else it is entered as it would be in any double

Handy Orchard Device

By L. D. LILLEY,
Agricultural Instructor, Gonzales High School,
Gonzales, California

THE farm mechanics class at the Gonzales Union High School discovered that the front axle from an old Ford car makes an excellent chassis to carry the barrel type spray pump which is used by the horticultural class.

An old axle was secured and shortened about eighteen inches so as to enable the trailer to pass thru a small gate. The wheels were fastened in line by bolting the tie-rods to the bead of the platform, which was made of wood and bolted directly to the axle. The platform is about two and one-half feet wide and four feet long.

The barrel is well balanced on the platform and fastened by means of rods and turnbuckles, so it can easily be removed and the trailer used for other purposes.

This type of trailer is low, strong and sturdy. It can be fastened to any type of a car and can easily be pulled around the trees in the home orchard by two husky boys.

entry system. Anything used up or sold is cared for in the same way.

The boys themselves use a printed material report form which shows any material belonging to the school, they use on any job or project.

These forms are filed for easy reference and the posting is done from bills, receipts, and these material forms once every week or two. Once a month, one of the boys checks the inventory against what is actually in the shop and any discrepancies are corrected.

This makes an easy, simple set of accounts taking little time and containing any information anyone could desire to show costs, returns, farmer service or anything else desired.

I will be glad to discuss the matter of shop accounts with anyone who can suggest improvement. Of course the mechanical description of the system is left to individual preference and common sense, as are the accounts to open and other forms to use.

Oklahoma is continuing its plan of summer encampments for the Future Farmers of the state. They are being held in a variety of locations.

Good Equipment for Various Types of Shop Work

By BARTON B. REARDON,
Farm Mechanics Instructor, Petaluma High School, Petaluma, California

THE equipment in a farm mechanics shop will depend entirely upon the type of work to be done in the shop and the method of handling the work. By the method of handling the work, I mean the individual, group or class instruction—whether the shop will be equipped with sufficient tools of the same kind so the whole class may work on the same type of work at the same time or just enough tools that a small group of say four boys may work at the same work at the same time.

The type of work to be done in the shop will depend upon the type of work done in that community by the farmers and should be found out by a survey of the community using the practices of the successful farmers of that community and a course of study made accordingly.

I will take an average high school of California and lay out a one year program of work and make out the shop equipment for the various types of work in the program.

The first year in farm mechanics should be the easier enterprises so as to get the young students interested in the work so they may gain confidence in themselves and also gain a certain amount of skill. With these thoughts in mind, I have selected the following enterprises:

1. Home project work in farm mechanics.
2. Farm shop drawing.
3. Woodwork.
4. Soldering and sheet metal.
5. Tool sharpening.
6. Tool repairing and handle fitting.
7. Farm concrete work.
8. Rope and belt work.
9. Individual project jobs.

In making out the list of equipment, I will assume the average class to be of sixteen students and use the plan of four in a group as the method of instruction.

The drawing equipment is not expensive so each boy should have a board, T-square, triangles, ruler and a compass.

The woodwork is more expensive and

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The National Association of Vocational Agricultural Teachers

(Continued from page 4)

to the A. V. A. convention to be held next December at New Orleans.

Functions of the Organization

It need hardly be mentioned that a national association of vocational agricultural teachers is worthwhile. Modern agricultural thought is along the lines of organization, coordination, and co-operation. No movement can properly grow or ever reach a permanent basis unless all the agencies concerned in that movement can make their thoughts articulate. It is not enough for them to be able to express their opinions individually. Some opportunity must be given for them to express their concerted or united opinions. And all the more is this necessary for that group which represents the largest number of workers in a movement as do the agricultural teachers in the movement for vocational agricultural education.

In general, such an occasion for free expression has not existed for the agricultural teachers as a group. A large percentage of them have joined the A. V. A. and have been interested in the work of the agricultural section of that association. However, to date, no program of that section held during the convention of the A. V. A. has been arranged for the special purpose of fitting the needs and demands of the teachers. Little opportunity has been given for them to exchange ideas at these conventions or even to get acquainted with the other teachers attending this convention. At the Philadelphia meeting, not one agricultural teacher was on the program to speak of his work or his findings in the practical application of agricultural education.

It should not be inferred that this is said in the spirit of criticism for that is the farthest from the mind of the writer. Such a condition will always obtain when a group does not assume any initiative or make any attempt to improve or advance the work on which they are engaged. Every forward-looking step in vocational agricultural education up to the present has come from the supervisors, directors, professors of agricultural education and the like with the very natural result that, consciously or unconsciously, little value was placed on the ability of the teacher in formulating new policies or in overcoming difficulties arising in carrying on vocational agriculture. The teacher's function was to put into practice the findings of others. He was isolated and supposedly could not possibly grasp the national aspect of the agricultural program.

All this was true and the teacher, himself, was to blame. He is a college graduate; he is interested in boys and girls; he is convinced of the future of agriculture and always a factor for good

in his community. Every news item and every publicity program has emphasized these facts. Furthermore, he has contributed to the A. V. A. very generously, to the former vocational magazine and the present magazine of *Agricultural Education*. He has paid his share of the expenses of the legislative committee of the A. V. A. and in all has given evidence of his whole-hearted support of the entire program for agricultural education. And while he has rejoiced in the efficient manner that the various projects have been prosecuted, he now feels that he should take some part in formulating policies, in initiating new programs of action, and in exerting his influence in checking up or trueing the various educational hypotheses with the facts and experiences which he has found hold true "on the firing line." He is beginning to realize that his work will improve if he rubs elbows with other teachers, exchanges ideas and experiences with them and works with them in a body in discovering what the general conditions are under which most of the agricultural teachers are working.

State Organizations Insufficient

This is only possible thru organization. The supervisors are organized and recently we have found that it was very helpful to organize the "Future Farmers." And so we find more and more state associations of agricultural teachers arising and finally the national association. Each of these will have its sphere of development and of function. To be sure, the smaller state associations will be able to have more meetings; to get more easily at isolated or local problems and in this way, it may be said that they will be of greatest importance.

Perhaps this is true. But it does seem certain that a national association should be of help in formulating national aims; in collecting the findings and experiences of the state associations; in organizing other state associations and in carrying on some bits of research or in investigating some phase of vocational agricultural education which would be of especial benefit to the individual teacher in better performing his job. The mere existence of a national association of 4,000 teachers should prove an inspiration.

These, in brief, are the aims and objectives of the present leaders of the National Association of Vocational Agricultural Teachers. It is the hope of the writer that the reactions of the teachers may be heard; that they will write him their ideas of the worth and the duty of a national association. More than that, he should like to get tangible evidences of support from the teachers of the country.

In starting out on our first year of organization, the national association

has had two immediate objectives in mind, viz., to support the magazine, *Agricultural Education*, by contributing financially to it and by maintaining a section for news of the state and of the national associations; and to secure a place on the program of the agricultural section of the A. V. A. during their next convention at New Orleans. The latter objective is progressing nicely. The purpose now is to have as a part of this meeting an assembly of delegates from the various states, each state which has previously contributed \$5 to be entitled to one voting delegate. At this meeting, we can adopt our constitution, elect officers, and formulate policies more definitely. We hope to be able to make a more definite announcement in this regard a little later.

Will Support This Magazine

In our relation to *Agricultural Education*, we have been greatly encouraged. The editors are most willing to use all the real news we can give them either of the national association or the state associations and to give us a special section if we can furnish enough material to warrant it. This is a great opportunity and we should avail ourselves of it. With organization just completed, this has not been so easy but, as the months go by, this should become a more and more simple matter. In fact, at this writing, evidences are coming to the writer of interesting items and of encouraging sources of news. All this bids well for the future. We have an opportunity and we must use it and the writer is sure we will. Let us have articles on the work of the different state associations; opinions of the men "on the firing line" concerning the objectives, methods and relationships of the national associations and, lastly, suggestions concerning the kind of a program we should arrange for our New Orleans convention.

It has been the aim in this article to familiarize the readers of *Agricultural Education* with the history to date of the National Association of Vocational Agricultural Teachers and to outline briefly its plan of action. It is hoped that later, articles may be prepared on the work of the state associations, the work of the constitution committee of the national association; some possible fields of investigation for the state or national organizations, and a resumé of the comments concerning the national association which are coming to the officers. Other subjects will, no doubt, suggest themselves as the work progresses.

In the meantime it is hoped that the readers—particularly the teachers—will be free to express their ideas. That is the only way that our magazine can function at its best or that we can offer articles of especial interest to the teachers. Also, it will help the officers to make



a better national association if they know the reactions their efforts are making.

A Challenge and a Hope

Our national association must go on. Four thousand teachers doing a worthy work deserve as much. We must exchange our experiences; interchange ideas; and work together for everlasting efficiency and helpfulness. We must stand on our own feet; we must assume a leadership and a willingness to work with other groups for this program of vocational agricultural education. In this, we shall develop a national consciousness and a professional spirit among our teachers which cannot help but prove of value in the program of vocational agricultural education.

That is our only justification, our only hope and our one conviction. With it accomplished, we may further the development of an efficient agriculture and of an education worthy of our country boys and girls.

Good Equipment for Various Types of Shop Work

(Continued from page 12)

should be made out with more care. The following is the average list of tools necessary to carry on this enterprise efficiently:

Crosscut saws, rip saws, framing squares, try squares, Starrett square, carpenter hammers, ratchet brace, screwdriver-bit for brace, draw knife, breast drill, level, spoke shave, hand axe, T bevel, compass, marking gauge, wrecking iron, rasps, wood chisels—assorted sizes, jack plane, block plane, jointer, screwdrivers, clamps, auger bits, stock of nails, screws, bolts, sand paper, etc.

The following list of tools are necessary for the enterprise of soldering:

Four 1½-pound soldering coppers, 1 pair 3-inch tin snips, 1 pair 2-inch tin snips, 1 wire brush, rosin, salomoniae, muriatic acid, solder, tin, zinc, bricks, receptacles for acid, 2 pairs of 6-inch pliers, 2 old jack-knives, 2 blow torches or fire pot.

The enterprise of tool sharpening requires a good emery wheel, oil stone, files, jointer, saw set and clamps for saw conditioning.

Tool repairing requires a stock of handles for standard tools, such as rake, shovel, fork, hoe, hammers and axes to be kept on hand. To fit these handles requires rasps, spoke shaves, drills, rivets, auger bits, punches, cold chisels, benches and vise.

Farm plumbing requires the following equipment: stock and dies, frame ¼-2-inch, pipe cutter, hack saw, reamers, pipe wrenches, monkey wrenches, pliers, rulers, pipe vises, and bench.

The enterprise of concrete work requires the following equipment: shovel, spade, hoe, some form of mixer, measuring boxes, wheelbarrow, floats, edgers, liners, trowels, garden hose and water tubs.

Rope and belt work requires the average equipment of ropes, marlin spikes, string, and belts, leather, cardboard and shoe strings.

The farm mechanics work is given primarily to train and develop skill in the boy in the mechanical work that is commonly done on the farm, and only such tools and equipment as the average farmer may reasonably be expected to

have should be in the shop. The only power tools that should be in the shop are emery wheels and drill press. The rest should all be hand tools. If the shop is equipped with forges for machine overhauling and repairing and general farm work, they should be hand operated.

There is a minimum of shop equipment below which no farm mechanics teacher can do a good job of teaching, and unless the school can meet this need it should not undertake to put in farm mechanics. The equipment should all be of a standard make and of the best quality, as no one can do good work with poor or inferior tools.

In the Service of Youth

(Continued from page 3)

Each type of experience is a part of learning. We are told that learning takes place best when we have used what others have experienced or taught in order that we may accomplish purposes which we have set for ourselves. When we adapt and adjust the experience of others to our own ends we strike a middle ground in learning by both passive and active experience. When we push our adult-made, logically organized and stored-up experience toward our pupils too rapidly for them to digest in terms of active experience they have a sort of mental indigestion. With indigestion growth stops. If this indigestion keeps up frequently we get a strong aversion to learning. Most of us know the symptoms of this malady and the difficulties which it brings.

The teacher of agriculture with his special technical and profession training, with his intimate contacts with the parents of his pupils and with the opportunity open to him to adapt his materials and methods of teaching to the active purposes of vocational pupils, is afforded unparalleled facilities for enriching the lives of pupils thru his experience. Scarcely any other teacher in our school system is so close to the normal life problems of pupils as is the teacher of agriculture. Many have taken advantage of these facilities to guide their pupils in happy and useful living. When an appetite for growth has been created and when the richer experience of our adulthood has been put at the disposal of the learner then, indeed the teacher's cup of satisfaction "runneth over."

In Nature all living things strive to perpetuate themselves. We seek to perpetuate ourselves and our ideals. The mother perpetuates herself thru her infant, the architect thru his cathedral, the painter thru his canvas. How does the teacher perpetuate himself? For answer let us look to the Great Teacher for counsel. Assembled in the upper room with his little band of eleven faithful pupils, on the final evening before his tragic death. He declared, "I am glorified in you." Does not our living and learning find its best expression as it is "glorified" in our pupils. If we shall succeed in stimulating an appetite for growth and if we shall be able to enrich life thru our own experience, we need have no fear for our profession. Quality of personnel and quantity of financial support will be forthcoming in the service of youth. We have accepted an important responsibility. To us has been entrusted the perpetuation of those forms of living which millions have hoped for and for which thousands have

given their best. Those who have gone before us have given to us the torch burning more brilliantly than when it came to them. We should seek to pass it on in our turn burning still more brightly.

Ohio Contests

OHIO is awarding over \$700 in premiums for its judging and public speaking contests to be held May 31 and June 1 at the Ohio State University. The premiums include a \$250 trip to the American Royal Livestock Show at Kansas City for the winning livestock judging team and a \$175 trip to the National Dairy Show at St. Louis for the winning dairy cattle judging team.

For the first time this year there will be a vocational agriculture public speaking contest. Local contests will have been held in every high school in the state which includes vocational agriculture in its course of study. District contests will have previously been held in each of eleven districts. The rules of the contest are:

(A) The discussion must deal with project work, or some other phase of agriculture or rural life.

(B) Discussions are limited to ten minutes in length. Three minutes will be allowed for questioning each contestant.

(C) All discussions must be original.

(D) Each contestant must furnish the chairman of the contest one copy of his discussion at least five days before the date for the contest.

(E) A contestant must be a bona fide vocational agriculture student regularly enrolled in an all-day vocational agriculture class for at least one semester preceding the contest.

(F) Each school is limited to one contestant in the district contest and each district to one contestant in the state contest.

(G) Local and district contests will be held at the time and place selected by the respective committees in charge, with the provision that local contests be held not later than May 17, and the district contests not later than May 24. Names and addresses of contestants must be sent to the chairman of a contest not later than one week prior to the date of the contest.

(H) The state contest will be held in Campbell Hall, Ohio State University, May 31, 1929.

(I) The judge of each contest will be selected by the committee in charge.

(J) The following basis for judging orations or discussions will be used:

1. Organization	20
2. Presentation	40
3. Evidence or information	20
4. Practicability	20

Contests are to be held in general livestock judging, dairy cattle judging, poultry judging, grain judging, sheep judging, wool judging and grain identification, milk judging and agricultural engineering.

The contests are jointly conducted by the state department of education and the college of agriculture of the university.

Record Attendance at Texas Contests

CONTESTS for students in vocational agriculture held at Texas A. and M. College this spring attracted 1,212 students, comprising 404 teams.

There were six separate contests: dairy judging, livestock judging, plant production, goat judging, entomology, and farm shop.

At the conclusion of the contests, the boys were shown a moving picture of all divisions and activities of the A. and M. College.

The Future Farmers of Texas effected an organization with Arthur Ellis of New Waverly as president and Professor E. R. Alexander as adviser.

Permanent files are required in each Delaware department of vocational agriculture.

Recent Publications

WALLACE, H. A. and BRESSMAN, E. N. *Corn and Corn Growing*, New York. John Wiley and Sons, 1928. 371 pp.

This book was formerly published by the Wallace Publishing Company. The third edition has been issued by John Wiley and Sons. No other text treats the recent developments or the corn enterprise in general as thoroughly as this one. Its value for schools in the east and south would be considerably less than for those in the middle west.

A notable feature is the placement of general, historical and statistical material in the last part of the volume. The volume starts with the selection of seed corn and in general follows a seasonal order. One chapter gives an excellent set of problems and community studies. The literature of the field has been well digested and utilized. A bibliography would be a welcome addition.

The teacher of agriculture needs a treatment similar to this for each important crop.

AGRICULTURAL EDUCATION. Issued by the Division of Education, Agricultural Department, The Clemson Agricultural College, Clemson College, South Carolina.

This publication is noted here because it is so unusual among periodicals issued by teacher training departments. It is a monthly publication for teachers and vocational students. It is devoted almost entirely to experiment station data which appear applicable to farm problems in South Carolina. Each student is

expected to have a notebook cover in which he files twelve issues. Then these issues are bound. The circulation at present is 3,000. It would seem that the idea back of Agricultural Education would have application in many other states.

SEARS, F. C. *Fruit Growing Projects*, New York. The Macmillan Company, 1928. 383 pp.

This is an addition to the Macmillan Agricultural Project Series edited by Rufus W. Stimson. It is organized around jobs and enterprises. The emphasis is on facts and procedures rather than on principles, a noticeable characteristic of many books having this organization.

The book is well adapted to the needs of students carrying fruit projects. The analysis is careful, the treatment is condensed; the presentation is clear. At intervals series of questions are inserted to cause students to summarize and apply the discussion to specific situations. Additional questions provide for individual differences. Constant reference is made to other books on fruit growing. This is a very desirable addition to the fruit growing section of the agriculture library.

THORNDIKE, E. L. *Adult Learning*, New York. The Macmillan Company, 1928. 323 pp.

The studies which throw light on the comparison of learning at different ages have been brought together in this vol-

ume and many of Thorndike's recent experiments added. Persons interested in agricultural evening schools should be familiar with Thorndike's comparison of child and adult learning. His statement that he "sees hope in adult schooling as a means of social health and is ready to exchange early schooling for it nearly at par" is typical of his conclusions. The reader will get little direct help on methods of teaching adults. This book is difficult to read but is worth the effort.

BARNETT, ALBERT. *Organized Community Activities of Agriculture Teachers*. George Peabody College for Teachers Contributions to Education Number Thirty-six. Nashville, 1926. 85 pp. Distributed by the Peabody Bookstore, Nashville, Tennessee.

The study is divided into three parts. The first part concerns the methods of conducting community projects. It is based on a questionnaire sent to approximately one hundred teachers. This part has some of the weaknesses common in a questionnaire study. The second part deals with the organization of the high school in relation to community activities. This part is based on replies from over two thousand teachers. It affords a good view of the duties of the teacher of agriculture in relation to subjects taught, teaching load, coaching and other duties. This is the most valuable part of the study. The third part consists of a study of a community. It has suggestive value as a method of community study.

What Others Think Of Us

More Funds for Vocational Agriculture

THERE is no more vital force at work for the constructive improvement of American farming than the Smith-Hughes high schools, with their carefully supervised courses for vocational education in agriculture. Every issue of *The Gazette* seeks to picture something of the work of these schools, and we have insisted that Smith-Hughes work be encouraged and augmented.

"We are now happily able to congratulate the farm boys and girls of America, and the adults, too, on the passage of the Reed-George Bill, which provides additional federal funds for vocational education.

"There is no doubt but that at the end of the fifth year the vocational students in agriculture will have so impressed the nation that permanent provision will be made for the expansion of this type of farm training. It is re-making the countryside."—Editorial in *The New Breeders Gazette*, Chicago, March, 1929.

The Sins of the Fifty-Fifty Plan

THE manner in which the system began is obvious. The industrial, agricultural and home economics training was then and is now a national necessity. Public schools were unsympathetic and had no spare cash. Local and state expenditures are hard to increase be-

cause the taxpayers are on the ground ready to protest.

"But the United States government is distant, impersonal, omnipotent. Bringing home the bacon wins from constituents more substantial political recognition than does the reduction of federal taxes. Clearly the open road lay thru congress.

"Easy as it might be to understand how the practice started, it is difficult to justify its extension or even its permanent continuation. The seeds of sound vocational training have already sprouted. The states are now spending more than the federal government, in many cases three times as much, for this work. Its value is recognized. State and local school officers have learned how to do the job effectively and in a manner best suited to local conditions.

"Because the enterprise has developed so well, there is less reason each year why the taxpayers in Illinois, for instance, should send, as they did in 1927, something like \$700,000 in taxes to Washington in order to get back about \$625,000 with strings tied to it in such a manner as to limit more than \$2,000,000 of school expenditures in Illinois to projects approved by federal bureaus. This means that Illinois taxpayers actually pay the federal government some \$75,000 each year for taking control of about \$2,000,000 of their public school funds.

"Why do we, as a people, sanction

such a procedure? We profess to regard centralized control of education as a menace to our institutions. Yet we have already acquiesced in the creation of a very real centralized control over a considerable portion of our public school system. The fallacy seems to be that we naively regard the United States treasury as a Santa Claus whose wealth comes from the pot of gold at the end of the rainbow."—Dr. C. R. Mann, Director, American Council on Education, in *The Nation's Business*, October, 1928.

The Spirit of the Smith-Hughes Act

THE whole spirit of the Smith-Hughes Act may be summed up in the language of the Federal Board for Vocational Education: 'Vocational education, as conceived by the federal board, and by those engaged in advancing the programs of vocational education, is essentially that form of education and training in any field of human activity which assists people, young and old, to get a job, to keep a job, to improve on a job, to get a better job, and to believe in their job.'

"I consider this one of the greatest and most important pieces of legislation that I was able to get enacted during my term of office in the senate."—Ex-Senator Hoke Smith of Georgia, senior author of the "Smith-Hughes Act," in *Georgia Vocational News*, April, 1929.

